TABLE OF CONTENTS

Foreword iii
Yearbook Planning Committee iv
Officers of the Council v
Yearbook Proposals vi
Previously Published Yearbooks vii
Preface ix
Acknowledgements x

SECTION 1. INTRODUCTION TO INSTRUCTIONAL STRATEGIES

Chapter 1: Introduction to Instructional Strategies 3
Kurt R. Helgeson
St. Cloud State University
St. Cloud, Minnesota

Chapter 2: Student Characteristics and Learning Theory 11
Peggy Martin
Anoka-Hennepin Schools
Anoka, Minnesota

Chapter 3: Individual Philosophy and Instructional Strategies 29
Brigitte G. Valesey
International Technology Education Association
Reston, Virginia

SECTION 2. INSTRUCTIONAL STRATEGIES FOR TEACHING TECHNOLOGICAL LITERACY

Chapter 4: Concept Learning in Technology Education 47
Marie Hoepfl
Appalachian State University
Boone, North Carolina

Chapter 5: Interdisciplinary Approaches to Teaching Technology Education 65

Mark Sanders
Virginia Polytechnic Institute & State University
Blacksburg, Virginia

Chapter 6: Teaching Social/Cultural Impacts in Technology Education 87

Brian McAlister
University of Wisconsin – Stout
Menomonie, Wisconsin

Chapter 7: Design and Problem Solving in Technology Education 101

Richard Westberry
Southern Illinois University at
McGuire Air Force Base

Chapter 8: Inquiry in Technology Education 117

Philip A. Reed
Old Dominion University
Norfolk, Virginia

Chapter 9: Cooperative Learning in Technology Education 131

Edward M. Reeve
Utah State University
Logan, Utah

Steve Shumway
Brigham Young University
Provo, Utah

Chapter 10: Web-based Instruction in Technology Education 147

Michael R. Roberts
Northern Arizona University
Flagstaff, Arizona

Thomas M. Hopewell
Northern Arizona University
Flagstaff, Arizona

Chapter 11: Using Modular Environments in Technology Education 163

Dan Rodriguez
Lab Volt Corporation
Wall Township, New Jersey

Anthony E. Schwaller
St. Cloud State University
St. Cloud, Minnesota

Chapter 12: Student Competitions in Technology Education 179

Jenae M. Nagel
Little Falls High School
Little Falls, Minnesota

Chapter 13: Using Community Experiences in Technology Education 191

John Holmen
Minnewaska Area Schools
Glenwood, Minnesota

SECTION 3. ASSESSMENT & SUMMARY

Chapter 14: Assessment of Instructional Strategies 207

Mike Lindstrom
Anoka-Hennepin Schools
Coon Rapids, Minnesota

Chapter 15: Summary and Reflections 221

Kurt R. Helgeson
St. Cloud State University
St. Cloud, Minnesota

Anthony E. Schwaller
St. Cloud State University
St. Cloud, Minnesota

INDEX

A

ABCDE model, 22
Academic controversy cooperative learning approach, 138
Agreeableness, 20
Allee, J. G., 179, 189
American Association for the Advancement of Science (AAAS), 50, 63, 67, 82
Appraisal systems, performance, 216–217
Approaches, defined, 8
Aristotle, 31, 65
Aronsen, E., 139, 144
Assessment of instructional strategies, 209–217
  appropriate methods of, 211–214
  CIA (Curriculum, Instruction, and Assessment), 208
  defined, 8
  designed to inform instruction on the macro scale, 217–219
  feedback in, 208
  focusing on best practice in instruction, 208–209
  matching instructional strategies with learners, 210–211
  need for variety of instructional approaches, 209–210
  peer coaching/peer collaboration, 214–216
  performance appraisal systems, 216–217
Ausubel, D., 48, 53, 54, 55, 57, 63
Axiology, 29

B

Bacon, 35
Bandler, R., 19, 27
Barlow, M. L., 65, 82
Bartow, S. M., 37, 43
Beitz, W., 104, 105, 115
Best practice in instruction, focusing on, 208–209
Big 5, 19–20
Binderup, K., 73, 85
Bloom, B. S., 14, 27
Boethel, M., 192, 204
Bolles, E. E., 14, 27
Bonser, F. G., 67, 82
Bossert, S., 133, 144
Botero, A. L., 115
Bouvier, D. F., 217, 220
Brain
  brain stem, 12
  cerebral cortex, 12
  dendrites, 13
  evolution of, 210
  mid-brain, 12
  neurons, 13
  research on, 12–14
  tasks of, 13
Brain stem, 12
Brandt, R., 52, 63
Bransford, J., 52–54, 55, 56, 57, 63
Brooks, R. C., 69, 82
Brown, A., 53, 55, 56, 57, 63
Brown, J. S., 66, 82
Brown, K. W., 35, 43
Bruner, J., 48–49, 55, 63, 66, 82, 118
Brusic, S. A., 69, 82
BSCS, 77, 82
Buzan, T., 16, 27

C

Caine, G., 52, 53–54, 56–57, 63
Caine, R. N., 52, 53–54, 56–57, 63
Calhoun, E., 48–49, 63, 119, 121, 124, 129
Carskadon, M., 17, 28
Case studies, teaching social/cultural impacts through, 93–94
Center for Mathematics, Science, and Technology, 76, 82
Cerebral cortex, 12

Challenges
application of, 184–186
compared to competitions, 182
defined, 179
Challenges in Physical Science, 75
Champion, G., 69, 82
Children Designing and Engineering, 74
Childress, V., 69, 82
Christensen, K. W., 181, 189
Chunking, 14, 80
CIA (Curriculum, Instruction, and Assessment), 208
Coaching, peer, 214–216
Cocking, R., 53, 55, 56, 57, 63
Colelli, L. A., 36, 43
Collaboration, peer, 214–216
Collaborative learning. *See* Cooperative learning
Collins, A., 66, 82
Comenius, 35
Community experiences instructional strategy
application of, 193
as complete course curriculum, 196–200
as supplement to course curriculum, 194–196
components of, 192–193
definition of, 191–192
examples of, 193
expert speakers, 194–195
field, 195–196
in-school, 194–195
internships, 197–200
relationship to *Standards for Technological Literacy,* 200–202
tours, 195–196
Competitions
application of, 184–186
components of, 182–184
defined, 179
importance of, in the classroom, 179–181
planning, 184–186
potential problems in, 185–186
Standards for Technological Literacy and, 186–187
in technology education, 181–182
thinking skills related to, 183
Concept learning
building on what students already know, 53–56
evaluating, 56–57
examples of, in technology education classroom, 58–61
facilitating in technology education classroom, 51–52
Concepts
deciding which to teach, 49–51
defined, 47–49
Conceptual design process, 106
Connected interdisciplinary approach, 70
Conscientiousness, 20
Constructivist theory, 18, 66
Contextualizing ideas, 66
Contextual Learning Units (CLUs), 74
Cooperative learning, 55, 132
relationship of standards to, 139–140
Cooperative learning activities, 140–143
high school, 140–141
middle school, 141–143
Cooperative learning approaches, 136–138
academic controversy, 138
implementing, 138–139
jigsaw, 137
think-pair-share, 136
Cooperative learning environment, setting up, 133–136
Cooperative learning principles, 133–136
face-to-face interaction, 135
group processing, 135–136

individual accountability, 135
interpersonal and small group skills, 135–136
positive interdependence, 134–135
Cooperative learning research, 132–133
Corley, C., 217, 220
Costa, P. T., Jr., 20, 27
Cotton, K., 69, 82
Craftsman/NSTA Young Inventors Awards Program, 74, 77
Creativity, development of, 109
Csikszentmihalyi, M., 22, 27
Cultural impacts. *See* Social/cultural impacts
Culture
defined, 89–90
interrelationships between technology, society, and, 90–91
material, 90
nonmaterial, 89–90
Culture complex, 67
Culture shock, 90
Curriculum
evolution of, 210
interdisciplinary, early, 67
philosophy in, 33–37
Custer, R., 56, 63
Cygnaeus, 35

D

Daiber, R. A., 119, 124, 129
Damasio, A. R., 15, 27
Daniels, H., 208, 214, 220
Danielson, C., 216, 220
DeBoer, G., 51–52, 63
Delivery method, defined, 8
Delivery systems, defined, 8
DeLuca, V. W., 183, 189
DeMiranda, M. A., 207, 209, 220
Democracy and Education, 65–66
Dendrites, 13
Department of Education (DoEd), 80
Design and problem solving, 101–102
application of, 110–111
defined, 103
development of creativity and innovation related to, 109
development of production capabilities, 107–108
high school, 112–113
influences on, 109–110
instructional strategies for, 103–110
middle school, 111–112
relationship to *Standards for Technological Literacy*, 111–114
undergraduate, 113–114
Design and Technology program, 110–111
Design process, 105–107
DESIGNS, 75
Deutsch, M., 132, 144
DeVore, P., 67, 83
Dewey, J., 32–33, 34, 43, 51–52, 55, 65–66, 83, 88, 99, 100, 118
Diamond, M., 13, 15, 27, 210, 220
Discovery learning, 54, 173, 174
Distance education, 7. *See also* Web-based instruction
Diverse learners, 23–25
Donovan, M., 52–54, 56, 57, 63
Downs, W. A., 69, 83
Dugger, W. E., 87, 100
Dugger, W. E., Jr., 207, 220
Duguid, P., 66, 82

E

Earl, A. W., 123, 129
Earth-centered philosophies, 31
Economic impact, 24–25
Educational reform, national standards and, 67–69
Edwards, S., 193, 202, 204
Elefant, E., 118, 129
Elementary-level activities
concept learning, 58–59

Elementary-level activities (continued)
interdisciplinary, 73–74
social/cultural impacts, 95–96
Emotion, effect of, on learning, 15–16
Emotionality, negative, 20
Epistemology, 29
Experiential learning theory, 66
Experimentation, 120–121, 125, 126
Extraversion, 20

F

Feedback, 22, 208
FIRST, 77, 78, 83, 180, 189
FIRST Jr. Robotics (LEGO League), 77
FIRST Robotics, 78
Fletcher, S. H., 212–213, 220
Fogarty, 70, 73
Folkestad, J. E., 207, 209, 220
Foster, P., 37, 43
Fragmented interdisciplinary approach, 70
Frederiksen, J. R., 208, 212, 220
Froebel, 35, 51

G

Gabelnick, F., 169, 178
Gagne, R., 47, 63
Gardner, H., 19, 27, 49, 57, 63
Gardner's Multiple Intelligences Theory, 19
Gender studies, 16
Gilbert, S. W., 147, 161
Gilberti, A., 221, 226
Glasson, G. E., 69, 83
Goldberg, G. L., 215, 217, 220
Greeno, J. G., 66, 83
Grinder, J., 27
Guskey, T. R., 213, 220

H

Hacker, M., 180, 189
Hales, J. A., 36, 43
Halverson, C. F., Jr., 19, 27
Harris, M. T., 7, 10
Hart, L. A., 20–21, 27
Harvard-Smithsonian Center for Astrophysics, 75, 83
Helgeson, Kurt R., 3, 221
Herbart, 51
Herschbach, D. R., 33, 43
Hiebert, J., 12, 28
High school activities
concept learning, 59–61
cooperative learning, 140–141
design and problem-solving, 112–113
inquiry-training, 126–127
interdisciplinary, 77–79
social/cultural impacts, 98
Hoepfl, Marie, 47, 222
Hoffman, B., 148, 154, 161
Holloway, K. C., 149, 153, 161
Holmen, John, 191
Holubec, E., 138, 139, 144
Hopewell, Thomas M., 147, 222
Hopson, J., 13, 15, 27
Howard, R. J., 27
Human-centered philosophies, 31–32
Human development theory, 33, 34–36
Humphreys, B., 132, 144
Hutchinson, P., 69, 74, 83
Hyde, A., 208, 214, 220

I

Ideation, 106
Immersed interdisciplinary approach, 70
Industrial Arts Curriculum Project (IACP), 33–34
Ingram, F. C., 69, 83
Innovation, development of, 109
Inquiry, defined, 117
Inquiry-training, 117–123
defined, 117

high school sample activity for, 126–127
middle school sample activity for, 124–125
in technology education classroom, 123–124
using with *Standards for Technological Literacy,* 124–127
Inquiry-training model, 120
analyzing the inquiry process, 121, 125, 127
encountering the problem, 119, 125, 126
formulating an explanation, 121, 125, 127
gathering data—experimentation, 120–121, 125, 126
gathering data—verification, 120, 125, 126
phases of, 119–123
role of the teacher, 121–123
Instruction, philosophy in, 33–37
Instructional strategies, 6–8
alignment with concept to be taught, 207
assessment of. *See* Assessment of instructional strategies
defined, 8
matching with learners, 210–211
selecting, 39–41
Integrated interdisciplinary approach, 70
Integrated Mathematics, Science, and Technology (IMaST), 76
Integrating Technology Education Across the Curriculum, 73
Interaction of the Domains of Knowledge and Human Adaptive Systems model, 67
Interdisciplinary approaches to technology education, 72–79
elementary-level, 73–74
high school, 77–79
middle school, 75–77
Interdisciplinary curriculum models, early, 67
Interdisciplinary instruction
assessing, 71–72
conceptualizing, 69–70
connected, 70
fragmented, 70
immersed, 70
integrated, 70
nested, 70
networked, 70
planning, 71
research findings and, 69
sequenced, 70
shared, 70
threaded, 70
webbed, 70
International Technology Education Association (ITEA), 3, 7, 10, 11, 21, 27, 39, 43, 46, 50, 56, 58, 61, 63, 68, 73, 83, 87, 88, 90, 94, 95–103, 108–111, 114, 115, 117, 124–126, 129, 132, 139, 144, 147, 158, 161, 164, 165, 169, 172, 175, 178, 179, 180, 181, 186, 189, 191, 200, 204, 208, 212, 218–221, 226
Internet
delivering instructional materials through, 7
technology and, 88
See also Web-based instruction
Internships, 197–200
ITEA. *See* International Technology Education Association (ITEA)

J

Jackson's Mill Industrial Arts Curriculum Theory, 36
Jacobs, H. H., 69–70, 73, 83
Jensen, E., 12, 17, 27
Jessel, D., 16, 28
Jigsaw cooperative learning approach, 137

Johnson, D., 132, 133, 134, 138, 139, 144, 145
Johnson, D. J., 89, 100
Johnson, R., 132, 133, 134, 138, 139, 144, 145
Jones, R., 69, 84
Joyce, B., 48–49, 63, 119, 121, 124, 129
Junior Engineering Technical Society (JETS), 79, 84

K

Kagan, S., 137, 139, 145
Kemp, W., 6, 8, 10
Kirkpatrick's evaluation model, 216–217
Kirkwood, J., 37, 43
Kliebard, H. M., 33, 34, 43
Knowledge box, 106
Kohnstamm, G. A., 19, 27
Korwin, A., 69, 84
Kovalik, S., 17, 27
Kovalik's ITI Model, 17

L

Lake, K., 70, 73, 84
LaPorte, J. E., 69, 76, 84
Lauda, D. P., 89, 100
Lave, J., 66, 84
Learned helplessness, 22
Learners
  diverse, 23–25
  matching instructional strategies with, 210–211
  special needs, 23
Learning
  activities and, 16
  brain research and, 12–14
  classroom procedures and, 16–17
  cooperative. *See* Cooperative learning
  discovery, 54, 173, 174
  diversity and, 23–25
  effect of emotions on, 15–16
  effect of gender on, 16
  physical needs and, 17
  principles of, 12–18
  real world and, 17
  receptive, 54
  social needs and, 17–18
  student, 21–23
Learning by Design, 75
Learning communities, 168–169
Learning environment
  brain-compatible, 15–18
  defined, 8
  enriched, 15
  safe, 15
Learning experience
  extending, 55–56
  making meaningful, 54–55
  structuring for understanding, 54
Learning style theory, 19–20
Learning theory models, 18–21
  constructivist theory, 18, 66
  experiential learning theory, 66
  learning style theory, 19–20
  multiple intelligences theory, 19
  Proster Theory, 20–21
  situated learning theory, 66
Lennenberg, E. H., 14, 27
Leutkemeyer, J., 35, 43
Lewis, N. J., 152, 161
Lifelong skills/knowledge learned in modular environments, 172
Lindstrom, Mike, 207, 223
Loepp, F. L., 69, 84
Logan, N., 69, 84
Londonom, E. A., 115
Lux, D. G., 34, 43

M

MacGregor, J., 169, 178
Macionis, J. J., 89–90, 100
Magnetic Resonance Imaging (MRI), 11
Maley, D., 36, 67, 84, 99, 123, 129

Mamchur, C., 28
Manning, M. L., 210, 220
Mansilla, V. B., 49, 57, 63
Marshall, R., 101, 115
Martin, E., 35, 43
Martin, L., 181, 189
Martin, Peggy, 11
Martin, R. P., 19, 27
Martorella, P. H., 47, 48, 56, 64
Maruyama, G., 133, 144
Maryland Plan, 36, 67, 123
Material culture, 90
Mattheis, F. E., 69, 84
Matthews, R. S., 169, 178
McAlister, Brian, 87, 222
McCrae, R. R., 20, 27
McGreal, T. L., 216, 220
McLaren, S., 115
Mesthene, E. G., 90–91, 100
Meta-design, 107
Mid-brain, 12
Middle school activities
  cooperative learning, 141–143
  design and problem-solving, 111–112
  inquiry-training, 124–125
  interdisciplinary, 75–77
  social/cultural impacts, 96–97
Minnesota Technology Education Association (MTEA), 78, 84, 215
Modular technology education environments, 163–164
  advantages of, 172–174
  assessment in, 174
  equipment for, 167–168
  evaluation of, 176
  integrated learning systems in, 168–169
  lifelong skills/knowledge learned in, 172
  limitations of, 174–175
  program characteristics and operation of, 165–168
  Standards for Technological Literacy and, 175–176
  teacher competencies for, 169–171
Moir, A., 16, 28
Moore, K. D., 48, 56, 64
Moorhouse, D. R., 7, 8, 10
Morphological matrix of simple transportation design, 106–107
Mossman, L. C., 67, 82
MRI, 11
Multiple intelligences theory, 19

N

Nagel, Jenae M., 179
Nakayama, G., 69, 84
Nanda, S., 88–89, 100
National Academy of Engineering (NAE), 80
National Aeronautics and Space Administration (NASA), 87
National Council for Social Studies (NCSS), 68, 84
National Engineering Design Challenge (NEDC), 79
National Research Council (NRC), 18, 27, 50, 51, 64, 68, 80, 85
National Science Education Standards (NSES), 50, 68
National Science Foundation (NSF), 49, 52, 69, 71, 80, 87
National Science Teachers Association (NSTA), 74, 85
National Standards for Social Studies Teachers, 68
National Super-mileage Competition, 78
Naugle, K. A., 216, 220
Naugle, L. B., 216, 220
Naugle, R. J., 216, 220
Negative emotionality, 20
Nelson, D., 133, 144
Nested interdisciplinary approach, 70
Networked interdisciplinary approach, 70

Neurons, 13
Nonmaterial culture, 89–90
North Central Regional Education Laboratory, 212
Novak, J., 48, 49, 64

O

Olsen, K. D., 17, 27
Olson, D., 67, 85
Olson, D. W., 123, 129
Ontology, 29
Openness, 20
Orton, P., 152, 161
Other-world-centered philosophies, 30–31

P

Pahl, G., 104, 105, 115
Palmer, D., 30, 32, 43
Patnoe, S., 139, 144
Pearson, G., 80, 85, 88, 100
Pedagogical model of Web-based instruction, 148–149
Peer coaching/peer collaboration, 214–216
Pellegrino, J., 52–54, 56, 57, 63
Performance appraisal systems, 216–217
Perrone, V., 50, 51, 52, 64
Pershern, R., 69, 85
Pestallozzi, 35, 51
PET scan, 11
Philosophical foundations for technology education, 32–37
Philosophical positions, 30–32
  earth-centered, 31
  human-centered, 31–32
  other-world-centered, 30–31
  underlying instructional strategies, 40–41
Philosophy
  in curriculum and instruction, 33–37
  defined, 29
  defining your, 37–39
Physical needs and learning, 17
Piaget, Jean, 118
Pierce, Charles, 32
Pirolli, P., 105, 115
Plato, 30–31, 65
Positron Emission Tomography Scanner (PET Scan), 11
Pragmatism, 32
Problem, defined, 104
Problem solving
  design and. *See* Design and problem-solving skills needed for, 101
Problem-solving method, technological, 66, 80
Production capabilities, development of, 107–108
Project UpDATE, 74
Proster Theory, 20–21
Psychology of Occupations, 32–33
Pytlik, E. C., 89, 100

Q

Qin, Z., 133, 145
Qualifications and Curriculum Authority, 110, 115

R

Ray, W. E., 34, 43
Receptive learning, 54
Reed, Philip, 117
Reeve, Edward M., 131
Reform, educational, and national standards, 67–69
Research and Experimentation in Technology Education, 123
Ritchie, D. C., 148, 154, 161
Roberts, Michael R., 147, 222
Rodriguez, Dan, 163, 222
Rogers, C. R., 66, 85
Rose, L. C., 87, 100

Roswell, B. S., 215, 217, 220
Roth, W-M., 69, 85
Rousseau, 34, 35

S

Sanders, M. E., 65, 69, 73, 76, 84, 85
Saunders, W. L., 69, 85
Savage, E., 67, 85
Savard, W., 69, 82
Saxe, G. B., 102, 115
SCANS, 164, 178
Scarborough, J. D., 69, 86
Schema, defined, 20
School-to-work programs, 197
Schwaller, Anthony E., 6, 8, 10, 163, 173, 175, 178, 221, 222
Science and Technology: Investigating Human Dimensions, 77
Science by Design, 78
Science for All Americans, 67
Science that Counts in the Workplace, 77–78
SciMathNM, 214, 220
Seligman, M. E. P., 22, 28
Sequenced interdisciplinary approach, 70
Shared interdisciplinary approach, 70
Shepardson, D., 69, 85
Sherin, M., 208, 212, 220
Shumway, Steve, 131
Sipusic, M., 208, 212, 220
Situated learning theory, 66
Skon, L., 133, 144
Slavin, R., 132, 133, 134, 139, 145
Sloyd, 35
Smith, B. L., 169, 178
Smith, K., 134, 144
Smyser, B. M., 136, 145
Snyder, J. F., 36, 43
Social/cultural impacts, 24, 87–90
  Grades K–2 activities for teaching, 94–95
  Grades 3–5 activities for teaching, 95–96
  Grades 6–8 activities for teaching, 96–97
  Grades 9–12 activities for teaching, 98
  relationship to *Standards for Technological Literacy,* 94
  strategies for teaching, 93–94
  teaching in technology education classroom, 91–93
Social efficiency curriculum theory, 33–34
Social emeliorism theory, 33, 36
Social needs and learning, 17–18
Society
  defined, 88–89
  interrelationships between technology, culture, and, 90–91
Society of Automotive Engineers, 76, 86
Socrates, 30
Software for Web-based instruction, 155–157
Special needs learners, 23
Sphere of Universal Technological Endeavors model, 67
Standards, educational reform and national, 67–69
Standards for Technological Literacy: Content for the Study of Technology, 221, 223, 225
  assessment of instructional strategies and, 208–210, 215, 218–219
  community experiences and, 191, 200–202
  concept learning and, 50–51, 56, 58, 61
  cooperative learning and, 132, 137–143
  design and problem solving and, 101, 102, 103, 108–114
  inquiry-training used with, 117, 122, 124–127
  instructional strategies and, 3, 4, 5, 7, 8, 9, 46

Standards for Technological Literacy: Content for the Study of Technology (continued)
interdisciplinary approaches and, 68–69, 73
learning theory and, 11, 21
modular technology education environments and, 163–165, 169, 172–173, 175–176
social/cultural impacts and, 87, 88, 90, 94–99
student competitions and, 179, 180, 181, 186–187
Web-based instruction and, 147, 148, 149, 158–159
Stanne, M., 139, 144
Sternberg, R. J., 19, 28
Sternberg's model of mental processes, 19
Sterry, L., 67, 85
Stigler, J. W., 12, 28
Strategies, instructional. *See* instructional strategies
Stress, 22
Student competitions. *See* Competitions
Student learning, 21–23
diversity and, 23–25
Students. *See* Learners
Suchman, J. R., 117–118, 119, 129
Suchman, R. J., 121, 122, 127, 129
Systems model applied to teaching technology education, 5–6

T

Teacher
challenge for, 225
competencies for modular technology environments, 169–171
role of, in inquiry-training model, 121–123
Team contracts, 135
TechEdge Topics, 74
Technically Speaking: Why Every American Should Know More About Technology, 80
Technological problem-solving method, 66, 80
Technology
defined, 87–88
impacts of. *See* Social/cultural impacts
interrelationships between society, culture, and, 90–91
Technology education
inquiry-training in, 123–124
interdisciplinary approaches to, 72–79
philosophical foundations for, 32–37
systems model applied to teaching, 5–6
teaching social/cultural impacts in, 91–93
Technology Education Research Center, 78, 86
Technology, Science, Mathematics Connection Activities, 76
Technology Teacher, 180
Thinking skills, student competitions and, 183
Think-pair-share cooperative learning approach, 136
Third International Math and Science Study (TIMSS), 214
Thomas, R. M., 7, 8, 10
Thompson, S., 56, 64
Threaded interdisciplinary approach, 70
Thut, 37
Todd, R., 69, 74, 86
Toshiba, 74, 77, 79, 86
Toshiba/NSTA ExploraVision Awards Program, 74, 77, 79
Towers, E. R., 34, 43
Tucker, M., 101, 115
Tyler, R., 33, 43

U

Undergraduate design and problem solving, 113–114
U.S. Department of Education, 69, 86

V

Valesey, Brigitte G., 29, 221
Vars, G. F., 75, 86
Video portfolio assessment of instruction, 212
Voss, B. A., 118, 129

W

Warms, R., 88–89, 100
Weate, J., 33, 44
Weaver, V., 118, 129
Web-based instruction
  assessing, 154
  attributes of, 152
  class size in, 153–154
  computer literacy and, 153
  connection speed considerations in, 158
  defined, 148
  delivery of, 157–158
  design of, 148–155
  hidden curriculum considerations in, 151
  instructional tips for, 154–155
  learner considerations in, 150–152
  pedagogical model of, 148–149
  physical environments of, 152
  relationship to *Standards for Technological Literacy,* 158–159
  software for, 155–157
  student management in, 157–158
  teacher considerations in, 152–155
  technical support in, 153
  traditional content versus Web content in, 149–150
Webbed interdisciplinary approach, 70
Web-enhanced instruction, 148
Wegner, S. B., 149, 153, 161
Wegner, S. K., 149, 153, 161
Weil, M., 119, 121, 124, 129
Wenger, E., 66, 84
Westberry, Richard, 101
Williams, P. J., 180, 186, 189
Winston Solar Challenge, 79, 86
Wiske, M., 49, 55, 56, 57, 60, 64
Wolfe, E. W., 208, 212, 220
Wolfson, A., 17, 28
Woods, D. R., 183, 189
Woodward, C., 35, 44, 65
World in Motion II, 76

X

Xiaoshi, B., 149, 150, 153, 155, 161

Y

Yearbook
  definitions of terms used in, 8
  instructional strategies in, 6–8
  introduction to, 3
  model used for, 5–6
  purpose of, 3–4
  reflections on, 223–225
  section descriptions of, 4–5
  summary of content of, 221–223
  summary of goals of, 9
Yost, C., 48, 64
Young, A. T., 80, 85, 88, 100

Z

Zais, R. S., 29, 31, 37, 44
Zemelman, S., 208, 214, 220
Zhao, Y., 156, 161
Zuga, K., 33, 39, 44